


Middle Years
Programme

Session 7 – Assessed curriculum: Standardization




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Session objectives

- develop an understanding of the practice of standardization
- use assessment criteria to make judgments about student achievement (criterion-related, *best fit*)
- explore the principles behind arriving at a summative grade through recording and reporting



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Reliability

Call out all words that come to your mind when you think about the meaning of *reliability*!

Reliability



Why is reliability such an important concept in our daily lives?

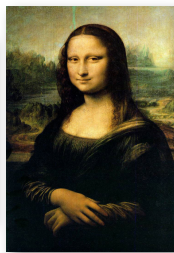
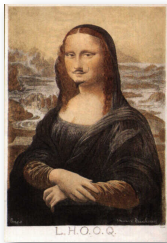
Why is reliability such an important part of our subject group?



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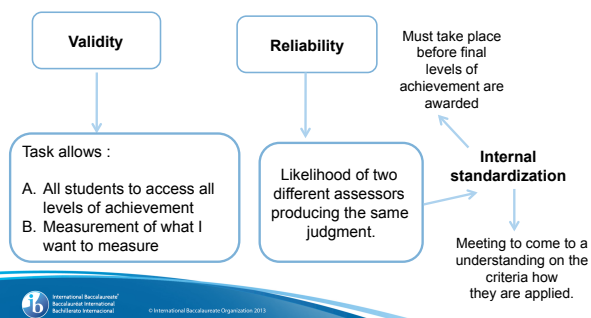
Which is the best?



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When we evaluate we must guarantee:



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Validity of the assessment task

A task that does not allow students to reach all the levels of achievement within a criterion would be invalid, no matter how well designed a rubric might be.

Teachers must ensure that the task allows all students access to all the levels of achievement.



Think of multiple choice test. Which of the science criteria would you use to assess a multiple choice test? Can a student reach the maximum level of achievement?



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Standardization and reliability

- The process involves teachers meeting to come to a common understanding on the criteria and achievement levels and how they are applied. In so doing, teachers are increasing the reliability of their judgments.
- The term “reliability” used here refers to the likelihood of two different assessors producing the same judgment.

Internal standardization, if correctly carried out, can significantly increase the reliability of assessment.



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Mix and match - MYP command terms

- On the wall you will find 4 MYP Command Terms descriptors.
- In your envelope you have 5 MYP Command Terms titles.
- Match your command terms to the descriptor. There is an odd one out!



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MYP command terms

- Apply · Discuss · Outline
- Describe · Evaluate · Formulate
- Recall · Present · Analyze
- Explain · Select · Solve
- Interpret · State · Suggest
- Summarize · Document

What do they mean and how do they relate?



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Assessment using the MYP command terms

Explain

Give a detailed account

**Criterion B:
Inquiring and
designing**

7 - 8

The student is able to:

- i. **describe** a problem or question to be tested by a scientific investigation
- ii. **outline and explain** a testable hypothesis **using correct scientific reasoning**
- iii. **describe** how to manipulate the variables, and **describe** how **sufficient, relevant** data will be collected
- iv. design a **logical, complete and safe method** in which he or she **selects appropriate materials and equipment**.



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“Best Fit” approach

The criteria work like “buckets” that fill up as students reach different levels of achievement, from the lowest to the highest.

We should use the “best fit” approach.



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Standardization

Using the sample of student work in your workbook:

1. Assess this piece of work individually using the criteria - **Be ready to justify your assessment.**
2. At your table group, discuss and arrive at an achievement level that you all agree on along with a rationale as why.
3. Now discuss the levels awarded at your table. Can you reach agreement?



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Keep in mind...

- Command terms
- Assessing each strand
- “Best fit”



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Determining a grade

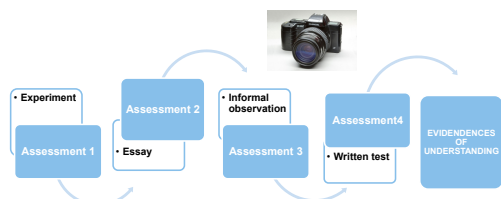
- *All schools offering the MYP must use the published subject-specific criteria and achievement level descriptors to determine final internal grades.*
- *To arrive at a criterion levels total for each student, teachers will need to total the final achievement levels in each of the criteria.*
- Subject groups **must** address **all** strands of **all** four assessment criteria **at least twice** in each year of the MYP



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Album vs. snapshot



J. McTighe and A. Carol: "Considering evidence of learning in diverse classrooms" in *Integrating differentiated instruction and understanding by design*. Page: 59-82



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Example of summative assessments:

How would you "mark" this student?

Criteria	Criterion A	Criterion B	Criterion C	Criterion D
Tasks				
Research project	6			8
Practical investigation		5	6	
Oral presentation	7			7
Case study		7	6	
Test (not multiple choice)	6		5	
Final achievement level				
Criteria Total	/32		Final Subject Grade	



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Criteria	Criterion A	Criterion B	Criterion C	Criterion D
Tasks				
Research project	6			8
Practical investigation		5	6	
Oral presentation	7			7
Case study		7	6	
Test (not multiple choice)	6		5	
Final levels	6	7	6	7
Criteria Total	/32		Final Subject Grade	

Final Subject Grade	1	2	3	4	5	6	7
Boundaries	1 - 5	6 - 9	10 - 14	15 - 18	19 - 23	24 - 27	28 - 32




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Criteria	Criterion A	Criterion B	Criterion C	Criterion D
Tasks				
Research project	6			8
Practical investigation		5	6	
Oral presentation	7			7
Case study		7	6	
Test (not multiple choice)	6		5	
Final levels	6	7	6	7
Criterion Levels Total	25 /32		Final Subject Grade	6

Final Subject Grade	1	2	3	4	5	6	7
Boundaries	1 - 5	6 - 9	10 - 14	15 - 18	19 - 23	24 - 27	28 - 32



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Personal reflection

As a result of this session:

- One thing I will start doing ...
- One thing I will continue doing ...
- One thing I will stop doing



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